

Career Pathway Worksheet

(sample)

Overview & Instructions:

1. This worksheet is for fiscal agents to use in working with their school or schools in determining gaps and needs in the career pathways being offered.
2. One worksheet should be completed for each career pathway.
3. The pathway must meet at least 3 of the 5 elements under Size, Scope, and Quality to be eligible for funding. A sequence of courses must be 1 of the 5.
4. The information captured on this worksheet will be helpful in completing the WISEgrants application.

Name of Career Pathway: Health Sciences		Consortium LEAs offering Pathway:
<div>- Stakeholders Involved: Mickey Mouse (science teacher); Minnie Mouse (math teacher); Suzie Qu (CTE teacher); Sonny Ray (student); Chrissy Thao(student); Mary Quitecontrary (parent); Lucy Loo (DVR); Sam Muffet (Supervisor, ABC hospital); Earl Gonzales (Region 1 WDB)</div>		
Labor Market Information: <u>__X__</u> State Endorsed Regional Pathway <u> </u> Locally Developed Pathway		
<div>For locally developed pathway, provide the following: a) evidence of the LMI need in your area and site reference: The LMI that we referenced was from the DPI LMI website. We looked at county information that showed current unmet employment needs and projected needs well into the future. This is especially due to the new regional medical center being built in Our Town center. www.county@lmi.com b) provide exact hyperlink:</div>		
Size, Scope, and Quality		
<div>Sequence of Courses: At least two high school CTE courses in a sequence</div>	<div><ul style="list-style-type: none">At least two high school CTE courses in a sequence are offered as part of the pathway. Please note:<ul style="list-style-type: none">The length of a course is equivalent to a semester or longerCourses are taught by appropriately licensed or credential CTE teachersThe courses may include CTE dual credit courses taught by higher education facultyQuality considerations:<ul style="list-style-type: none">Courses progress from introductory to more advancedCurricula align with local workforce needs and skills as verified by local or regional advisoryCourses are rigorous and align to state academic and CTE standards</div>	<div>List sequence of courses for the pathway*</div> <div>Introduction to Health Careers 5552-14001G Medical Terminology 5401-14154H Nursing Assisting 5536-14051H</div>
<div>Work-based Learning (WBL) Options At least one WBL option within the pathway is offered.</div>	<div>Work-based Learning options may be state certified programs or local programs that meet the Perkins V definition of WBL as outlined below. WBL encompasses the following characteristics:<ol style="list-style-type: none">Offers sustained interaction with industry or community professionals.Is situated in real workplace settings, as practicable, or simulates environments at an educational institution.Fosters in-depth, firsthand engagement with the tasks required in a given career field.Aligns with curriculum and instruction.</div>	<div>List Work-based Learning Options for the pathway*</div> <div>Level 1 (1 -year) Health Science Youth Apprenticeship – Nursing Assistant Unit Employability Skills Certificate</div>
<div>Industry Recognized Credentials (IRC) At least one IRC is offered</div>	<div><ul style="list-style-type: none">IRCs are essential to the pathwayIRCs must be recognizable by employers in the regionIRCs do not need to be on the State Approved List (Class of 2019)</div>	<div>List appropriate Industry Recognized Credentials for the pathway*</div> <div>CNA (Certified Nurse Aide)</div>
<div>Dual Credit Opportunities At least one dual credit opportunity is offered</div>	<div>Dual or concurrent enrollment programs include programs such as: Advanced standing Start College Now Early College Credit Program Transcripted credit Dual Credit options must count in the postsecondary program</div>	<div>List Dual Credit options for the pathway*</div> <div>Medical Terminology – Transcripted Credit Nursing Assisting – Dual Credit</div>

CTSO CTSO Activities are offered that align to the career pathway	<ul style="list-style-type: none"> A Career and Technical Student Organization is defined as an organization for individuals enrolled in a CTE program that engages in CTE activities as an integral part of the instructional program. In Wisconsin, the following CTSOs are recognized. <p>FBLA • FCCLA • FFA • DECA • HOSA • SkillsUSA</p>	Identify CTSO activities that support the academic and technical skill development for students in this pathway* XYZ High School has an active HOSA Chapter with affiliated members. Members participate in : <ul style="list-style-type: none"> Local service project activity Regional and state competition
*Consortium Fiscal Agents Only: Consortiums will gather and retain this data from schools within the consortium to determine whether or not a career pathway meets the definition for size, scope, and quality. This information will not be submitted to DPI through WISEgrants. The Evaluation of Progress section below will be submitted and will summarize the gaps and needs of the consortium schools.		

Evaluation of Progress toward implementation of pathway							
Data Referenced	Findings & Identified Gap(s)	Goal Statement (What is needed to fill the identified gaps?)	Short Term (1 yr.) Objectives (to close gaps)	Long Term (2yr.) Objectives (to close gaps)	Outcomes/Evaluation Measures (to show evidence of success)	Indicate if you will be using Perkins funds to meet the goals and objectives Yes / No	
<ul style="list-style-type: none"> Student survey Parent survey Student course enrollment data H.S. course guide Student survey Staff survey Student course enrollment data # of WBL sites 	<p>Limited # of students taking dual credit courses due to lack of transportation. Not obtaining IRC due to cost and lack of transportation.</p> <p>Low participation of students with disabilities in courses due to lack of outreach and inclusive practices.</p>	Financial support will be provided to special population students interested in taking D.C. courses and obtaining industry recognized credentials	Students who are identified as special population due to being economically disadvantaged, foster care, homeless or others as appropriate will be provided transportation to technical college or IRC testing site through contracted transportation (shuttle, taxi).	The district will purchase a van in order to provide transportation to CTE students to participate in DC courses.	<p>Increase the number of students identified as special population - economically disadvantaged - taking dual credit courses by 10% by fall 2022.</p> <p>Increase the number of students identified as special population - economically disadvantaged - obtaining IRC in NA by 10% by spring 2022.</p>	X	
		Counselors, special education teachers, paraprofessionals and CTE teachers capacity will be increased to engage special populations.	Counselors, special education teachers, paraprofessionals and CTE teachers will participate in equity and accommodation training and experiences over a 2-yr period.	Continued for educators who could not participate in training the first year.	Increased number of students with disabilities enrolling in health science courses by 20% by fall 2022.		X
		Employers will be engaged to broaden WBL opportunities for Health Science Youth Apprenticeship placement sites.	District will increase WBL opportunities through social media, stakeholder meetings, mailings and student testimony to motivate employers to get involved.	Continued from previous year.	Obtain 2 new WBL NA sites placements by fall 2021 and 3 new sites placements by fall 2022 for a total of 5 new placements.	X	